



## St Oswald's Curriculum Map Year 1

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

*Learning-*

*we develop our wisdom, knowledge and skills*

*Growing-*

*in our character development, hope, aspiration, resilience and social action*

*Together-*

*so our community can live well together, showing dignity and respect.*

### Characteristics of Learning

Active Learning; Being Involved, Concentrating, Keep Trying, Enjoying the learning.  
Playing and Exploring; Find out and explore, play and use what I know, Willing to have a go.  
Thinking Creatively and Critically; Having own ideas, Making links , working with ideas

### Speaking and Listening Objectives to cover over the year

To listen to others in a range of situations and usually respond appropriately. To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices. To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories. To understand instructions with more than one point in many

situations. To speak clearly in a way that is easy to understand. To speak in front of larger audiences (e.g.) assembly, show and tell. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story. To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: <b>Coverage: Non Chronological report/diary, poetry, recount, postcards/letters, Narrative.</b>	<p><b>Fiction:</b> The Wolf who wouldn't go to School - Wiffy Wilson Starting School; Alan Alberg</p> <p>Mapping a School</p> <p><b>Writing:</b> Non-Chronological Report / recount based on trip to Sudbury Hall</p> <p><b>Poetry:</b> List poem <b>The Grand Old Duke of York</b></p> <p><b>Traditional tale:</b> Three Billy Goats Gruff</p> <p><b>Grammar:</b> Sentence structure, capitals, full stops, and finger spaces, sentences, nouns, verbs and proper nouns</p>	<p><b>Fiction:</b> After the Fall Chicken Licken Up and Down; Oliver Jeffers</p> <p><b>Writing:</b> Poetry and Postcards</p> <p><b>Free Verse Poetry:</b> Who has seen the wind. Rain poems, Poems about Seasons Christmas poems - Free verse</p> <p><b>Traditional tale:</b> Chicken Licken, Ugly Duckling</p> <p><b>Grammar:</b> recap of nouns, verbs and adjectives, Focus on spellings using phonemes already taught</p>	<p><b>Fiction:</b> Charlie and Lola go to London Paddington bear Town Mouse and Country Mouse Katie in London The Queens Knickers Romeo's view from the Shard, Romeo's tea with the Queen London Child Map</p> <p><b>Writing:</b> Journey tale adventure tale - Fiction</p> <p><b>Poetry:</b> Chant and Song</p> <p><b>Traditional tale:</b> Dick Whittington</p> <p><b>Shrovetide</b> To ask appropriate questions developing knowledge of vocabulary regarding shrovetide. To find out facts and do a group presentation and talk about Shrovetide</p> <p>Grammar; Conjunctions (and)</p>	<p><b>Fiction:</b> Puss in boots Fables Tiger who came to tea Dear Green peace Dear Zoo Children's picture atlas</p> <p><b>Writing:</b> invitation/recipe based on tiger who came to tea Narrative - based on an animal who comes to tea - sentence structure - invitation</p> <p><b>Poetry:</b> Shape poems. Hey diddle diddle, flowers</p> <p><b>Traditional tale:</b> Puss in Boots, Emperors New Clothes</p> <p><b>Grammar:</b> question mark sentence structure and changing the end of puss in boots</p>	<p><b>Fiction:</b> Stick Man The Gruffalo Grimms Fairy tales</p> <p><b>Writing:</b> Beating the monster story (as per Gruffalo) - fiction letters and instructions - non fiction</p> <p><b>Poetry:</b> Rhyme and pattern; Mary Mary quite contrary</p> <p><b>Traditional tale:</b> Hansel and Gretel. Little Red Riding Hood</p> <p><b>Grammar:</b> Ed endings, past tense, lists, commas in a list, clauses with and too</p>	<p><b>Fiction:</b> Jabuti the tortoise and Two can Toucan.</p> <p><b>Writing:</b> Narrative based myth character description Recipe/Olympic sport report Drama - role play.</p> <p><b>Poetry:</b> Free Verse Poems - carnival poems</p> <p><b>Traditional tale:</b> Choice</p> <p>Grammar: joining clauses with and recognising sentences with an ! some spelling rules er, and est and prefix Un</p>

			and using descriptions for places in London.			
<b>Maths</b>	Number; Place value within 10 (4 wks) Number ; Addition and subtraction within 10 (3 wks)	Number addition/ subtraction within 10 (1 wk) Geometry; shape 1 week Number; Place value (within 20) 2 wks	Number; Addition/subtraction- 4 wks (within 20) Number; Place Value (within 50) 3 wks (inclu multiples of 2, 5, 10)	Measurement; length + height 2 wks Measurement; weight + volume 2 wks	Number; multiplication +division 3 wks Number; Fractions 2 wks Geometry; position +direction 1 wk	Sum 2 Number; Place value 2 wks (within 100) Measurement; Money 1 wk Time; 2 wks
<b>Topic Themes</b>	<b>School Days</b>	<b>Splendid Skies</b>	<b>Bright Lights Big City</b>	<b>Paws claws and whiskers</b>	<b>Enchanted Woodland</b>	<b>Rio De Vida</b>
<b>Protected Characters Story Books</b>	<b>Incredible You! Rhys Bridenden and Nathan Reed (Disability Race and Ethnicity)</b>	<b>Blown Away- Rob Biddulf (diversity)</b>	<b>The Great Big Book of Families (Marty Hoffman and Ros Asquith (Race and Ethnicity, disability, Sexual Orientation, Pregnancy and Maternity)</b>	<b>The Abilities in me Gemma Kier (Disability) Stick and Stone (Disability)</b>	<b>Kaya's Heart Song Diwa Tharan Sanders (Diversity)</b>	<b>There's a Boy Just Like me- Frasier Cox and Alison Brown (Race and Ethnicity) Last Stop on Market Street Matt de la Pena (Race and Ethnicity)</b>
<b>Science</b>	<b>Biology</b> <b>Human body/senses</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Physics</b> <b>Seasonal Changes</b> Observe changes across the four seasons. Describe weather associated with the seasons. How does the day length varies.	<b>Chemistry</b> <b>Materials</b> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties..	<b>Biology</b> <b>Animals and life cycles (including humans)</b> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	<b>Biology</b> <b>Plants</b> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees	<b>Physics</b> <b>Seasonal Changes- working scientifically</b> <b>Composition;</b> Observe changes across the four seasons. Describe weather associated with the seasons. How does the day length varies.

Focused investigations	<u>What makes the loudest sounds?</u>  	<u>How wild is the wind?</u> <u>Do pinecones know it is raining?</u> <u>Does it snow in summer?</u> <u>How big is a raindrop?</u>		<u>Whose poo?</u> <u>What is camouflage for?</u> <u>What can our hands do?</u>	<u>What's in a bud?</u> <u>How do leaves change?</u> <u>Are all leaves the same?</u>	<u>How does it move?</u> <u>Why do we have two eyes?</u> <u>Why do we have teeth?</u>
History	<b>Knowledge</b> This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.  Queen Victoria  <b>Skills</b> Speaking and listening skills - asking questions. Discuss the changes that we know now. Children compare school then and now.  use a range of sources to find out characteristic features of the past  Introduction to a timeline. <b>Vocab</b> a long time ago • today • last year • in the future • tomorrow • last week • yesterday	<b>Knowledge</b> Black History Month  Sir Frances Beaufort/ Van Gogh Who was Vincent Van gogh and what impact did he have on the world?  <b>Skills</b> ; Speaking and listening.  sort artefacts "then" and "now" writing (reports, labelling, simple recount) Ask questions relating to sources.  <b>Vocab</b> Months Old New Young Days The past The future Morning Evening Day time Night time Yesterday Tomorrow Today	<b>Knowledge</b> The Plague and the Great fire of London  <b>Skills</b> sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) begin to describe similarities and differences  Recall events  Recognise similarities and differences to our lives  <b>Vocab</b> Old Previous River Thames Samuel Pepys	<b>Knowledge</b> Changes within living memory; significant people, places, and events in the local area  Mary Anning (significiant person)  <b>Skills</b> Identify changes within their life and place these on a basic timeline. Speaking and listening skills - asking questions.  Begin to identify how someone can impact the world we live in today.  use a range of sources to find out characteristic features of the past  Recognise the difference between past and present and their own lives.  <b>Vocab</b> Before After Past / present	No history taught	No History taught

		Weather Seasons	London Fireman Cart Houses Fire Tower of London King Charles II Bakery Pudding lane  <b>Shrovetide</b> To ask appropriate questions developing knowledge of vocabulary regarding shrovetide. To find out facts and do a group presentation and talk about Shrovetide.			
Geography	Knowledge Locating continents and oceans  Skills Locate on a map the continents and oceans. Use big maps to stand on etc. Ask questions - what is it like to live here? What are differences and similarities	Knowledge Seasonal and daily weather patterns Skills Asking geographical questions - what is it like to live in this area?	Knowledge Countries and capital cities of the UK Locational language Using maps; geographical similarities and differences	Knowledge Using and making maps; describing physical features  Skills Communicate in different ways. Ask questions	Knowledge Making maps  Skills Observe and record. Use a camera.	Knowledge Place knowledge - Comparing Ashbourne to Brasilia (Brazil)  Skills Identify the differences and similarities by comparing 2 areas, including 1 non-European area.
R.E. Christianity & Hinduism	1.7 What does it mean to belong to a faith community?  Begin to appreciate and appraise the nature, significance	UC What do Christians believe God is like?  Begin to Describe, explain and analyse beliefs and practices,	1.3 who is Hindu and what do they believe?  Begin to recall and name different beliefs and practices, including festivals, worship, rituals and	UC1.5 Why does Easter matter to Christians?  Begin to Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom	UC1.2 Who do Christians say made the world?  Begin to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order	1.7 How should we care for the world and for others and why does it matter?  begin to appreciate and appraise the nature and impact of different ways of life.

	and impact of different ways of life and ways of expressing meaning. Begin to explore questions about belonging	recognising the diversity which exists within and between communities.	ways of life in order to find out about the meanings behind them.	Ask and respond to questions about what communities do and why?	to find out about the meanings behind them.  Find out about and begin to express their ideas and opinions in response	Explore ideas about belonging meaning and truth so that they can express their own ideas and opinions in response using words, music art or poetry
SMSC	Use a range of social skills in different contexts	Cooperate well with others and be able to resolve conflicts effectively	Explore and show respect for different faiths, religions, ethnic and socio economic groups national + global communities	Know that the rule of law protects the rights of individual citizens and is essential for their well being and safety	Recognise the difference between right and wrong and readily apply this in their lives	Investigate and offer reasons about moral and ethical issues and appreciate the viewpoints of others on these issues.
P.E.	Apparatus/gymnastics	Dance	Dance	Ballskills (football)	Ballskills- throwing and catching	Sports Practice athletics
Computing	Technology around us	Digital Painting (Links to Art) Freeform Art	Moving a Robot  Beebots	Programming animations  Scratch Junior.	Grouping Data J2e.com	Digital Writing (English links)
Online Safety Keeping Safe online	Going Places Safely (Follow Online Safety Plan and Project Evolve)	ABC Searching (Follow Online Safety Plan and Project Evolve)	Keep it Private (Follow Online Safety Plan and Project Evolve)	My Creative Work; rules to stay safe (Follow Online Safety Plan and Project Evolve)	Sending an Email (Follow Online Safety Plan and Project Evolve)	
Art	Skill/keywords: line, pattern, texture, shape  Materials: Pencil, crayon, clay  Progression of skills: 1) Take rubbings of different textures and patterns which can be found around our school.  2) Exploring the shape of different features of the	Skills: Colour mixing, blending  Materials: paint, collage mixed materials, wax crayon and watercolour  Artist suggestion: Vincent Van Gogh  Progression of skills: 1) Experiment with paint - use paint to create patterns and textures using	Skills: shape, colour  Materials: Paint, collage/mixed media  Artist suggestion: Paul Klee  Progression of skills: 1) Explore what can be seen in paintings by Paul Klee.  2) Background - splattering on dark paper to create a starry sky.	Skills: Pattern, texture, layers  Materials: Collage materials, paint Artist suggestion: Henri Rousseau  Useful link: <a href="https://www.blowingrockmuseum.org/athome/draw-tiger-lesson-may">https://www.blowingrockmuseum.org/athome/draw-tiger-lesson-may</a>  Progression of skills: 1) Look at some photos of different big cats. What colours do you see? Textures and patterns Recreate using paint or pastels around a photo in sketch books.	Skills: Colour mixing, line, pattern and texture  Materials: wool, string, paint  Artist suggestion: Georgia O'Keeffe  Progression of skills: 1) Nature printing - leaves, stones, twigs  2) Colours and shapes of trees - explore Georgia O'Keeffe's choice of colours. What time of year could it be? Finger/paintbrush painting - link	Skills: Colour mixing, texture  Materials: Clingfilm, paper plates  Progression of skills: 1) Experiment with creating textures and patterns with paint - finger painting, brushes, sponging, paint blowing, splattering.  2) Paper plate planet. Mix 2-3 colours on a paper plate - use a layer of cling film to move the paint around and

	<p>school buildings through sketching - think about the quality of lines and shapes.</p> <p>3) Mark making with pencil or pencil crayon - shading, hatching and cross hatching.</p> <p>3) Outside art: sketch the school.</p>	<p>different colours, talk about the colours which you could use to represent day and night.</p> <p>2) Colour mixing - primary and secondary colours.</p> <p>3) Look at the patterns in Van Gogh's night sky - create using light coloured wax crayons. Use dark blue watercolour wash over the top.</p> <p>4) Van Gogh style sky using paints. Use different colour paper to cut out the shape of houses and collage onto background. Use a contrasting colour for the windows.</p>	<p>3) Shapes of buildings - think about height and different colours. Bright squares for windows.</p>	<p>2) Look at work by Henri Rousseau. Use tissue paper and other collage materials to create a jungle effect on the page. Tearing, cutting, scrunching and crinkling to give different effects.</p> <p>3) Final piece: Tiger in the jungle collage inspired by Henri Rousseau. Focus is on the collage of the jungle so could provide them with a tiger outline.</p>	<p>with times of the year and colours.</p> <p>3) Create a landscape (trees and sky) inspired by Georgia O'Keeffe. Watercolour wash for blue sky.</p>	<p>leave to dry with cling film on. Peel off when dry.</p> <p>3) Add planet to dark background and add rings or stars in background using light chalk.</p>
D & T	<p><b>Key skills:</b></p> <p>1) Explore and evaluate existing products.</p> <p>2) Select and use a wide range of materials and components, (textiles) according to their characteristics.</p> <p>3) Design purposeful and</p>	<p><b>Key skills:</b></p> <p>1) Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>2) Generate, develop, model and communicate their ideas through talking, drawing and templates.</p>	<p><b>Key skills:</b></p> <p>1) Select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing.</p> <p>2) Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p>	<p>1) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>2) Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Key vocabulary:</b> Design, appealing, attractive, purpose</p>	<p><b>Key skills:</b></p> <p>1) Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>2) Understand where food comes from.</p> <p><b>Key vocabulary:</b> Honey, origin, ingredient, taste</p>	<p><b>Key skills:</b></p> <p>1) Select from and use a range of tools and equipment to perform practical tasks.</p> <p>2) Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p> <p><b>Key vocabulary:</b> Wheels, movement, buggy, terrain, axle</p>

	<p>appealing products for themselves and other users.</p> <p><b>Key vocabulary:</b> Textiles, material, fabric, soft, rough, smooth, silky, wool, felt, string, design</p>	<p>3) Use a range of tools and equipment to perform practical tasks – cutting, shaping and joining</p> <p>4) Use a range of materials according to their characteristics</p> <p><b>Key vocabulary:</b> Shape, material, design, cut, join, test</p>	<p><b>Key vocabulary:</b> Axle, spindles, base, rotate, structure</p> <p>Observe Shrovetide balls</p> <p>Design and make balls; use D&amp;T knowledge to design and make Shrovetide balls</p>			
<p><b>PSHE</b> (PSHE Matters scheme on the server)</p>	<p><b>Being Healthy</b> ASK: I don't like vegetables so why do I have to eat them? Knowledge Exploring what a healthy lifestyle means. Identifying the benefits of a healthy lifestyle. Identifying ways of keeping healthy. Recognising what they like and dislike. Recognising that choices can have good and not so good consequences. Setting simple goals. Recognising the importance of personal hygiene. Developing simple skills to help prevent diseases spreading. Skills: Make informed decisions about healthy living. Explain why things</p>	<p><b>Bullying Matters</b> ASK: What does a bully look like? Knowledge: Recognising their behaviour can affect others. Listening to others and working cooperatively. Identifying that people's bodies can be hurt. Recognising when people are being unkind to them or others, who to tell and what to say. Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. Identifying strategies to resist teasing/ bullying if experienced or witnessed.</p>	<p>Exploring Emotions ASK: Why do I sometimes feel angry? Knowledge Recognising a range of feelings in ourselves and other people. Recognising how others show feelings and how to respond. Recognising that their behaviour can affect others. Communicating feelings to others. Developing simple strategies for managing feelings.</p>	<p>Relationships ASK: What makes a good friend? Knowledge Recognising our behaviour can affect others. Recognising what is fair and unfair, kind and unkind, what is right and wrong. Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Offering constructive support and feedback to others. Identifying their special people (family, friends, carers) and how they should care for each other. Skills Discuss ways to resolve problems. Identify how our behaviour affects others Compare behaviours which are positive and negative when building relationships</p>	<p>Being Responsible</p> <p>Knowledge Identify how they can contribute to the life of the classroom and school. Construct and explore the importance of rules. Explore and understand that everyone has rights and responsibilities. Identify what improves and harms their environments. Recognise what is fair/unfair, right/wrong, kind/unkind. Skills Generate ideas for suitable rules in the classroom/school environment. Discuss responsibilities they have at school and home.</p> <p><b>British Values;</b> Individual liberty/ democracy</p>	<p>Difference and Diversity</p> <p>Knowledge Understanding that they belong to different groups.</p> <p>Identifying ways in which they are unique. Sharing opinions on things that matter using discussions. Identifying and respecting the differences and similarities between people. Skills Show respect towards other people's differences and beliefs Share ideas about how they are similar and different to others</p> <p><b>British Values;</b> Mutual Respect</p>



	are good/bad for you. Describe a healthy lifestyle  British Values; School Council Democracy					
British Values Story Books	But Why Can't I? Sue Graves					
SRE	To set simple goals. To know how to stay healthy. To understand some basic hygiene principles and look after our teeth			To explore different families		To introduce concept of growing and changing explore differences between males and females
MFL	N/A	N/A	N/A	N/A	N/A	N/A
Music	Charanga Hey You!  Harvest	Charanga Rhythm in the way we walk. Banana Rap  Christmas Production	Charanga In the Groove  Mothers Day	Charanga  Round and Round  Charanga Animals	Charanga  Your Imagination  Charanga Mini Beasts	Charanga  Reflect Rewind and Re play
Special Days	Harvest	Christmas Remembrance-	Shrovetide St Oswald's World Book Day Trip to Eyam (where plague started)	Easter Mother's Day World Book Day	Mental Health and Well Being Week	Fathers day Healthy Eating Week  Sports Day  Space Centre
Courageous Advocacy	Planet- look after our world - extinction	Advocates for children/adults who are deaf/blind		Looking after animals in the world- Greenpeace		Oceans Day Healthy eating Week